

## WALKER-GAMBLE ELEMENTARY

2358 Walker-Gamble Road

New Zion, SC 29111

**GRADES** K-5 Elementary School

**ENROLLMENT** 589 Students

**PRINCIPAL** Sheila C.Floyd 843-659-2102

**SUPERINTENDENT** Mrs. Betty Coker 843-659-2188

**BOARD CHAIR** Dr. George P.Green 843-659-4917

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	53	41	0	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

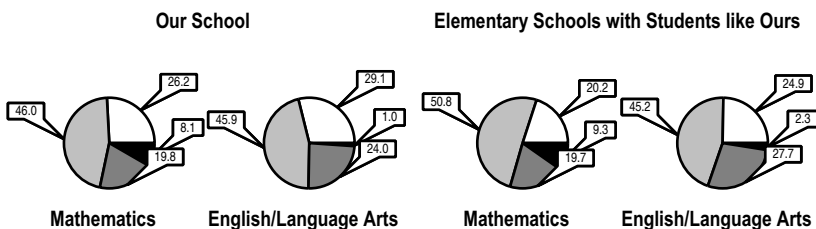
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	43	104	68
Percent satisfied with learning environment	100.0%	92.1%	80.9%
Percent satisfied with social and physical environment	100.0%	89.3%	73.8%
Percent satisfied with home-school relations	81.0%	94.2%	83.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	313	99.4	29.1	45.9	24.0	1.0	25.0	17.6
Gender								
Male	171	99.4	29.0	53.1	17.3	0.6	17.9	17.6
Female	142	99.3	28.6	37.6	32.3	1.5	33.8	17.6
Racial/Ethnic Group								
White	185	100.0	20.2	48.3	29.8	1.7	31.5	17.6
African-American	112	99.1	38.8	44.7	16.5	N/A	16.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	16	93.8	66.7	26.7	6.7	N/A	6.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	271	99.3	23.1	49.0	26.7	1.2	27.8	17.6
Disabled	42	100.0	65.9	26.8	7.3	N/A	7.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	313	99.4	27.8	46.9	24.3	1.0	25.3	17.6
English Proficiency								
Limited English proficient	9	88.9	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	304	99.7	27.9	46.7	24.4	1.0	25.4	17.6
Socio-Economic Status								
Subsidized meals	195	99.0	39.1	44.1	16.2	0.6	16.8	17.6
Full-pay meals	118	100.0	13.7	48.7	35.9	1.7	37.6	17.6

Mathematics								
All students	313	100.0	26.2	46.0	19.8	8.1	27.9	15.5
Gender								
Male	171	100.0	28.8	42.9	20.2	8.0	28.2	15.5
Female	142	100.0	23.1	49.3	19.4	8.2	27.6	15.5
Racial/Ethnic Group								
White	185	100.0	16.3	47.2	24.7	11.8	36.5	15.5
African-American	112	100.0	37.5	47.1	12.5	2.9	15.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	16	100.0	62.5	25.0	12.5	N/A	12.5	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	271	100.0	20.2	48.2	22.2	9.3	31.5	15.5
Disabled	42	100.0	63.4	31.7	4.9	N/A	4.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	313	100.0	24.6	46.7	20.4	8.3	28.7	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	304	100.0	24.3	46.9	20.5	8.3	28.8	15.5
Socio-Economic Status								
Subsidized meals	195	100.0	33.1	50.3	13.8	2.8	16.6	15.5
Full-pay meals	118	100.0	15.4	39.3	29.1	16.2	45.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	84	N/A	27.2	46.9	23.5	2.5	25.9
	Grade 4	107	N/A	16.5	44.7	37.9	1.0	38.8
	Grade 5	107	N/A	26.5	56.9	16.7	N/A	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	99.0	19.6	51.1	27.2	2.2	29.3
	Grade 4	101	99.0	34.4	36.5	28.1	1.0	29.2
	Grade 5	113	100.0	32.4	50.0	17.6	N/A	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	84	N/A	50.6	33.3	12.3	3.7	16.0
	Grade 4	107	N/A	24.5	37.7	24.5	13.2	37.7
	Grade 5	107	N/A	34.3	41.2	14.7	9.8	24.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	100.0	22.6	59.1	17.2	1.1	18.3
	Grade 4	101	100.0	26.8	39.2	19.6	14.4	34.0
	Grade 5	113	100.0	28.7	40.7	22.2	8.3	30.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 589)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.2%	Down from 5.9%	2.6%	2.4%
Attendance rate	94.4%	Down from 95.1%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.7%	Up from 12.5%	12.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	Down from 7.5%	8.3%	8.0%
Older than usual for grade	5.8%	Up from 5.2%	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	39.0%	Up from 37.2%	45.8%	50.0%
Continuing contract teachers	70.7%	Up from 4.7%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	97.3%	Up from 95.4%	87.4%	86.2%
Teacher attendance rate	95.7%	Down from 96.2%	95.2%	95.3%
Average teacher salary	\$37,151	Up 1.5%	\$39,484	\$39,909
Prof. development days/teacher	9.3 days	Down from 10.7 days	11.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	20.7 to 1	Up from 19.3 to 1	18.7 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 90.2%	89.3%	89.7%
Dollars spent per pupil*	\$5,477	Up 0.7%	\$5,668	\$5,892
Percent spent on teacher salaries*	56.7%	Down from 66.5%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.4%	Up from 92.4%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Walker-Gamble Elementary School offers a broad range of learning and developmental activities to all of our students from our four-year-old kindergarten classes to our fifth grade students. Our school theme for the past year was, "Follow me on a learning safari in 2002-2003." We seek and strive to foster the intellectual learning of each child, and we work towards helping them with their personal, social, and emotional learning as well. Our work focuses on the total child and his or her environment, since many factors must be considered in trying to make sure each child receives the best and most appropriate education we can provide. The development of a quality education is incomplete without the development of good character and citizenship. We make concentrated attempts to involve the family members of our students, as we believe this is the way to make the learning and the learning processes the most meaningful and the most lasting. Parents and other community members are encouraged to visit our school and get involved. We continually seek community participation and volunteers.

The faculty and staff are caring and giving individuals who take their jobs and their students very seriously. The tasks before us are immense. The world is ever-changing, and requires constant renewal of strategies and materials to stay in touch with what must be taught and what needs to be taught. New technology and standards are ever-present and embedded in many of our daily goals and practices. It is our genuine effort that every child receives the best that we have to offer in helping them become well-rounded, happy, and productive individuals.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.